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Miss Helen G. Englebreck
State Teachers College
Buffalo, N. Y.

STATE TEACHERS COLLEGE BULLETIN

BUFFALO, NEW YORK

Vol. V, No. 3



CATALOG OF THE SUMMER SESSION July Sixth to August Thirteenth Nineteen Thirty-seven

April, 1937

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at Buffalo, N. Y.

In March, April, May, August, and November

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CALENDAR

July 6th, at 8:30 A.M.—General meeting and instructions for Registration. Auditorium, State Teachers College, Buffalo. Registration closes at 4:00 P.M.

July 7th—Regular classwork begins. A late Registration fee will be charged after this date.

July 10th—Last Day for registering in classes for credit. College will be in session this first Saturday to compensate for Monday's holiday.

August 13th—Summer Session closes at 3:15 P.M.

SUMMER SCHOOL FACULTY

1937

Harry W. Rockwell.....	President
President, State Teachers College, Buffalo	
Charles C. Root.....	Director of the Summer Session
Professor of Education, State Teachers College, Buffalo	
Grace A. Allen.....	Principal Demonstration School; Kdgt.-Prim. Educ.
Assistant Director of Training, State Teachers College, Buffalo	
Harry J. Baker.....	Special Lecturer on Psychology
Director of Psychological Clinic, Detroit Public Schools	
Muriel J. Bardwell.....	Rural Demonstrator
Teacher, High School, Briarcliffe Manor, New York	
William Breach.....	School Music
Director of Musical Education, Buffalo City Schools	
Charles B. Bradley.....	Art Education
Professor of Fine Arts, State Teachers College, Buffalo	
J. C. Brown.....	Special Lecturer on Arithmetic
Superintendent of Schools, Pelham, New York	
Homer A. Bruce.....	Education
Instructor in Education, State Teachers College, Buffalo	
Vivian Busbee.....	Sixth Grade Demonstrator
Sixth Grade Teacher, Colonial School, Pelham, New York	
E. W. Butterfield.....	Special Lecturer
Commissioner of Education, State of Connecticut	
Roy L. Butterfield.....	Vocational and Educational Guidance
Principal, Benjamin Franklin High School, Rochester	
Luella Chapman.....	Penmanship and English
Instructor in English and Penmanship, State Teachers College, Buffalo	
Charles D. Cooper.....	Geography
Formerly Director of Training, State Normal School, Brockport	
Hubert E. Coyer.....	Recreation and Health Education
Instructor in Health Department, State Teachers College, Buffalo	
Marion P. Dana.....	Education
Instructor in Education, State Teachers College, Buffalo	
Robert O. DeMond.....	History
Professor of History, State Teachers College, Buffalo	
Reuben S. Ebert.....	Mathematics
Instructor in Mathematics, State Teachers College, Buffalo	
Frederic Finsterbach.....	Industrial Arts
Industrial Arts Instructor, School No. 19, Buffalo	
John Fontana.....	General Metal Shop and Composite General Shop
Instructor in Metal Work, State Teachers College, Buffalo	
Raymond M. Fretz.....	Science
Assistant Professor of Science, State Teachers College, Buffalo	
Hertha S. Ganey.....	Teaching English and Literature
Junior High School Critic, State Teachers College, Buffalo	
Millicent Grieves Goodyear.....	Art Education
Head, Art Department, Ponce de Leon High School, Coral Gables, Florida	
Andrew W. Grabau.....	Economic History and Psychology
Instructor in Psychology and English, State Teachers College, Buffalo	
Oscar E. Hertzberg.....	Psychology
Professor of Psychology, Director of Research, State Teachers College, Buffalo	
Irene Hirsch.....	Literature and Psychology
Psychology and K. P. Education, State Teachers College, Buffalo	
David R. Hodgins.....	English and Literature
Instructor in English and Literature, State Teachers College, Buffalo	
Ralph Horn.....	Education
Professor of Education and Psychology, State Teachers College, Buffalo	
George E. Huckins.....	Print Shop
Instructor in Printing, State Teachers College, Buffalo	
Edna W. Hurd.....	School Music
Instructor in Music, State Teachers College, Buffalo	

Harry C. Johnson.....	Education and Mathematics
Junior High School Critic and Mathematics Instructor, State Teachers College, Buffalo	
Leo J. Kronman.....	Tennis and Swimming
Assistant Instructor in Physical Education, State Teachers College, Buffalo	
Henry A. Lappin.....	English Literature
Professor of English Language and Literature, D'Youville College for Women, Buffalo	
Henry Mandel.....	Auto Mechanics
Instructor in Auto Mechanics, Saunders Trade School, Yonkers	
T. D. Martin.....	Special Lecturer
Headquarters Staff, National Education Association, Washington, D. C.	
Martha G. Metz.....	First Grade Demonstrator
Primary Critic, State Teachers College, Buffalo	
Frederick J. Moffitt.....	Administration and Supervision
Superintendent of Schools, Hamburg	
Julian Park.....	European History
Dean of College of Arts and Sciences, Professor of History University of Buffalo	
Irving C. Perkins.....	Guidance and Director of Shop Work
Chairman, Conference and Assembly Committee	
Director of Industrial Arts Department, State Teachers College, Buffalo	
Harold F. Peterson.....	History and Economics
Instructor of Economics and History, State Teachers College, Buffalo	
Joseph F. Phillippi.....	Mathematics
Professor of Mathematics, State Teachers College, Buffalo	
Chester A. Pugsley.....	Administration and Supervision
Professor of School Administration and Supervision and Principal Practice School, State Teachers College, Buffalo	
Margaret S. Quayle.....	Psychology and Mental Hygiene
Instructor in Child Development, State Teachers College, Buffalo	
Catherine E. Reed.....	Vocational and Educational Guidance
Dean of Women, State Teachers College, Buffalo	
Charles C. Root.....	History of Education
Professor of Education, State Teachers College, Buffalo	
Marguerite Stockberger.....	History and Social Studies
Junior High School Critic in History, State Teachers College, Buffalo	
Clarence R. Stone.....	Reading Methods
Author and Reading Specialist, Berkeley, California	
M. Melvina Svec.....	Geography
Junior High School Critic and Geography Instructor, State Teachers College, Buffalo	
John M. Thurber.....	English and Literature
Professor of English and Literature, State Teachers College, Buffalo	
Charles A. Vail.....	Science
Instructor in Science, State Teachers College, Buffalo	
Mildred Wagner.....	Third Grade Demonstrator
Primary Teacher, School No. 80, Buffalo	
George Webster.....	Administration and Supervision
Principal of School No. 63, Buffalo	
Kate V. Wofford.....	Rural Education
Director of Rural Education, State Teachers College, Buffalo	
Isabel Houck Kideney.....	Registrar
State Teachers College, Buffalo	
Rosamond Olief Abate.....	Librarian
State Teachers College, Buffalo	
Grace Viele.....	Reference Librarian
State Teachers College, Buffalo	
Margaret E. Woods.....	Assistant Librarian
Teacher, Public School No. 38, Buffalo	
Marion A. Clark.....	Financial Secretary
State Teachers College, Buffalo	
Chester G. Schoenborn.....	Assistant to the Director
Chairman, Extra-class program; Director, Buffalo Collegiate Center, Buffalo	
Ethel M. H. Hansen.....	College Nurse
State Teachers College, Buffalo	

VISITING FACULTY MEMBERS IN THE SUMMER SESSION OF 1937

During the last nine years the Summer Sessions at the State Teachers College have been rendered noteworthy by the presence of visiting faculty members, experts in their various fields, who have been recruited from the entire country. Among those who have previously acted in the capacity of regular faculty members, or as Assembly and Conference leaders, we are proud to note the following: Carleton E. Washburne, A. E. Winship, P. W. L. Cox, J. Cayce Morrison, S. A. Courtis, E. L. Branom, Edgar A. Dawson, C. F. Allen, Verne McGuffy, Dean John W. Withers, Lucille Allard, Aileen Stowell, Aymer J. Hamilton, Benjamin Frazier, C. B. Cornell, Grover C. Morehart, William V. Winslow, Frank T. Wilson, Burton Fowler, Morris R. Mitchell, Willard Beatty, A. Gordon Melvin, Livia Youngquist Peterson, Earl Cranston, Principal George D. Taylor, Mrs. Alma M. Shugrue, M. Elsie Davis, Wilson Gee, William S. Gray, Frank E. Owens, Carrie Graham, Leo J. Brueckner, Gerald C. Craig, Harry J. Linton, Robert Hill Lane, Julia Markham and many others. The Summer Session of 1937 will introduce several new personalities.

The Summer Session is particularly fortunate this year in the return of a number of very successful members of the staffs of previous Summer Session Faculties: Charles D. Cooper, formerly Director of Training at Brockport Normal School; Dr. Henry A. Lappin, Professor of English, D'Youville College; Dr. Julian Park, Dean of the College of Arts and Sciences, University of Buffalo; Henry Mandel, Instructor in Auto Mechanics, Saunders Trade School, Yonkers; Superintendent J. C. Brown of Pelham, New York; William Breach, Director of Musical Education, Buffalo City Schools; Muriel J. Bardwell, Briarcliffe Manor, New York, Clarence R. Stone, Author and Reading Specialist, Berkeley, California; Dr. Frederick J. Moffitt, Superintendent of Schools, Hamburg, N. Y.; and George Webster, Principal School No. 63 Buffalo, New York.

Superintendent Frederick Moffitt, of the Hamburg Public Schools and Principal George Webster of the Buffalo City Schools will offer courses for elementary school principals. In addition, Professor C. A. Pugsley of our own faculty and Principal of our School of Practice will offer two courses in this field. This makes six courses available for students interested in the securing of the provisional or permanent certificates for elementary school principals. These offerings should prove attractive to a large number of active elementary school principals and assistant principals and prospective candidates for the principalship.

As indicated elsewhere, we have plans for emphasizing work for rural school teachers during the forthcoming session and are fortunate in having with us again Miss Muriel J. Bardwell, of Briarcliff High School. Miss Bardwell will organize a Demonstration class for rural teachers. We have plans for at least one conference on the problems of rural life and education. Our own Professor Wofford will be here this summer to direct the work in Rural Education.

Another feature of the 1937 session will be the emphasis which we are placing upon the improvement of teaching, especially in the common branches. For this purpose we are endeavoring to secure the services of some well known authorities on the teaching of such subjects as Arithmetic, reading, etc. We have already arranged with Superintendent J. C. Brown for a conference on the new State Arithmetic Syllabus and Professor Clarence Stone will offer courses in reading methods and diagnostic and remedial work in reading. A Conference on Reading is also being planned.

Other visiting instructors include Miss Lillian Busbee, teacher in the Colonial School, Pelham, New York; Roy L. Butterfield, Principal of the

Benjamin Franklin High School, Rochester; Frederic Finsterbach, Industrial Arts Instructor, School No. 19, Buffalo; Mrs. Millicent Grieves Goodyear, Head of the Art Department, Ponce deLeon High School, Coral Gables, Florida; and Miss Mildred Wagner, Primary Teacher, School No. 80, Buffalo, New York.

The following special lecturers have also been engaged: Commissioner E. W. Butterfield of the State of Connecticut; Superintendent J. C. Brown of Pelham, New York; T. D. Martin of the Headquarters Staff of the National Education Association and Harry J. Baker, Director of Psychological Clinic of Detroit public schools. Several others are expected.

IDEAL LOCATION OF TEACHERS COLLEGE

State Teachers College, located in Buffalo, the Queen City of the Lakes, is an ideal place to spend a summer vacation. The climate, tempered by the westerly winds from the Great Lakes region, has a mean summer temperature lower than any other of the eastern cities. This factor is exceedingly important in determining the success and satisfaction of a summer session.

All highways lead to Buffalo, and hence it may be easily reached by those who wish to travel by automobile. Possession of a car facilitates week-end motor trips to Niagara Falls and other places of scenic beauty, as well as to many points of historic interest in the area of which Buffalo is the center. Situated at the head of Lake Erie, and a terminal point for important boat lines and railways, Buffalo is convenient of access to persons wishing to travel by water or by rail.

The Campus is conveniently located on Elmwood Avenue, adjacent to Delaware Park and Park Lake, and it is easily reached by trolley or taxi service. With the nearby Albright Art Gallery and the Historical Museum, it constitutes an important educational center.

ADMISSION

Any person who has taught or who intends to teach the coming year in the schools of the State will be admitted to the Summer Session. Tuition is free to all residents of New York State, excepting the Registration and Incidental Fee announced hereafter; others will pay a fee of \$10.00 per course or \$25.00 for three or more courses. Admission to classes for credit will not be allowed after July 10. Absences due to late entrances will count as a part of the possible excused absence. Students entering July 8th or later will be required to pay a late Registration Fee. The session is not open to High school graduates without teaching experience, or to students who have not completed High school. No High school work is offered in the Summer Session.

Students who are delinquent in the regular session and desire to make up such delinquency in the Summer Session must receive permission from the Student Program Committee before applying for registration in the Summer Session.

BOARD AND ROOMS

Comfortable rooms in good homes near the College may be secured at about the following rates:

One person occupying a room, \$3.00 per week and upwards.

Two persons occupying a room, from \$2.00 per person per week and upwards.

Room and board in same house (two in a room), from \$6.00 and upwards per person per week.

All inquiries concerning room and board should be addressed to the Housing Committee, State Teachers College at Buffalo, Buffalo, N. Y.

REGISTRATION AND INCIDENTAL FEES

The State Department has authorized the collection of Registration and Incidental Fees from all students attending Normal schools and Teachers colleges. This is made necessary by the small appropriation available for summer sessions. A student blanket tax fee will also be collected to finance student social activities, assembly programs and the summer school "Record." This year the total of these two fees will not exceed \$25.00. The fee is payable at the time of registration. No refunds will be made after July 10. All checks in payment of fees should be made to Summer Session, State Teachers College. These fees are the same for all students and are in addition to the tuition fee paid by non-resident students.

CREDIT

In obtaining credit for work completed at the Summer Session, the following regulations will obtain:

(1) Work done in courses at the Summer Session will be as nearly as possible equivalent to the work of the same courses during the regular session. Therefore, courses will be credited hour for hour on the basis of semester-hour credit.

(2) The maximum amount of credit allowed is eight semester hours. Students are strongly advised to attempt not more than six semester hours of work.

(3) Courses carrying two semester hours of credit in the regular curriculum are conducted one hour daily in the Summer Session; those carrying three semester hours of credit will meet eight hours per week; those carrying four semester hours of credit in the regular curriculum are conducted two hours daily in the Summer Session. An exception to this rule is made in courses requiring laboratory work. No partial credits are given. Students who are delinquent in the regular session and desire to make up such delinquency in the Summer Session must receive permission from the Student Program Committee before applying for registration in the Summer Session.

(4) Beginning September, 1926, a fourth year leading to the degree of Bachelor of Science in Education was added to the curriculum. Students in all departments are now required to complete a four-year curriculum in this college, in order to receive the degree, Bachelor of Science (in education). Credit towards this degree may be earned in part by our two- or three-year graduates in the Summer Session, after consultation with the Registrar, Student Program Committee, President or Director. No one will be graduated from this college in the future who has not completed their work for the Bachelor's degree.

(5) A graduate of a High school curriculum approved by the Commissioner of Education, who after graduation completed a year's course in a Training Class and has had at least one year of experience in teaching since graduation from a Training Class, may receive advanced credit equivalent to one year on the four-year curriculum.

(6) In September, 1934 all New York State Normal Schools and Teachers College at Buffalo entered upon a new curriculum for the preparation of elementary teachers. The Junior year of this curriculum was completed in June, and the Senior year will be in force in 1937-38. Students with advanced credit will find it necessary to have their work evaluated by the Registrar in terms of the new curriculum. An increased number of the new curriculum courses are being offered this summer. It still seems desirable to offer some of the old curriculum courses to enable students to complete their work for the degree on that basis. In all probability, the summer session of 1938 will be conducted on the basis of the new curriculum. Students needing the old curriculum courses should elect them as far as possible this summer.

PROGRAM

First Class Period.....	8:10- 9:00
Second Class Period.....	9:10-10:00
Third Class Period (Tuesday, Wednesday and Friday).....	10:10-11:00
Assembly Period (Monday and Thursday).....	10:10-11:15
Fourth Class Period.....	11:10-12:00
Fifth Class Period.....	12:10- 1:00
Sixth Class Period.....	1:10- 2:00
Seventh Class Period.....	2:10- 3:00

NOTE—Students must plan for a lunch period in making their elections. The Cafeteria will be open from 11:15 to 1:30.

On Mondays and Thursdays the fourth period classes, and following, will begin 25 minutes after the hour and close on the quarter hour (11:25 - 12:15, etc.)

ASSEMBLY

As indicated above, there will be two Assembly periods each week. Attendance is optional but students are urged not to be absent. In fact, the programs for this part of the Summer Session are of such nature that no student can afford to miss them. The Summer Session "Record" and "Bulletin" will give advance information concerning speakers and entertainment.

CURRICULA

I. General Elementary Curriculum. Candidates desiring to earn credit on the General College curriculum toward their degree may do so by electing the proper courses. Care should be taken that subjects elected apply on the desired curriculum and form the proper sequences. If in doubt, consult the Registrar, or the Student Program Committee.

II. Curriculum for Teachers in Service. In the arrangement of our Summer Session offerings, special thought is always given to the needs of the teacher in service. While many of these will be desirous of working toward the degree, there will still be some who wish, primarily, to improve their professional preparation for their work. For such, there will be found listed among the various courses much that will be of interest.

III. Curriculum for Elementary School Principals. For the past six years Teachers College has been developing a program for the training of Elementary School Principals. Several courses selected from this program will be offered in the Summer Session. It is hoped that these will appeal to a number of active and prospective principals. These courses will provide credit toward the State requirements for the certification of Elementary School Principals. These requirements for certification became effective September, 1932.

IV. Home Economics Curriculum. While the State Department of Education does not find it possible to finance a special curriculum for Home Economics teachers at this session, there are included in the general curriculum a number of courses that may be credited either for elective or prescribed work in this special field. Interested students should secure the approval of the Director of Home Economics for taking such courses.

V. Industrial Arts Curriculum. The following courses will be offered for teachers in service who wish to pursue summer work in completion of the requirements for the special Industrial Arts License: General Shop, Printing, General Metal Shop, Auto Mechanics. A new offering in Elementary Industrial Arts for the benefit of teachers interested in the activity program and for special class teachers will be given for the first time this summer. Students enrolling for these courses may enjoy the privilege of selection from other departments.

VI. Courses Approved for Certification of Dental Hygienists. Because of financial difficulties, special courses formerly available for the preparation of dental hygienists for public school service are not now offered in this college. In lieu of such courses the following will be acceptable: Psychology of

Childhood; Mental Hygiene; Education 104, Evolution of the School; Education 203, Elementary School Problems; Education 102, Child Behavior; Education 201, Child Learning; S. S. 201, History of Civilization; Education 301 and 302, Child and Curriculum and Education 402, Principles of Education.

Six semester hours chosen from these subjects will satisfy the professional requirement for the provisional dental hygienist certificate. Twelve semester hours will satisfy the professional requirements for continued certification. The complete requirements for certification may be obtained by writing directly to the Teacher Education and Certification Division, State Education Department, Albany. It is advisable for prospective students to communicate with the State Department before deciding to enroll in our Summer Session.

VII. Special Courses. Special courses for teachers of physically handicapped children will probably be offered in Buffalo again this year.

THE DEMONSTRATION SCHOOL

This school was used extensively last summer and strengthened the courses in Education materially. The same service will be continued in the School of Practice this summer. Three rooms, including three grades of the Elementary school, will be in session during the entire six weeks. One room will contain the First grade, another the Third grade and the other the Sixth grade. Lack of funds prevented the offering of any Junior High school work this summer. The members of the Demonstration School faculty have been selected because of their broad experience and their special interest in modern methods of teaching. The object of this Demonstration School is to furnish students of Education opportunity for the observation of instruction. This observation will be an integral part of certain courses in Education and Methods. In addition, there will be opportunity for general observation in the school for all members of the Summer Session. The Demonstration classes will begin at 9:00 A.M. and the Primary room will close at 12:15 daily. Plans are being made to keep the middle and upper rooms open till 1:15 in order to provide for a greater variety of work and to give college students more opportunity for observation. Applications for admission as pupils in this school may be addressed to the Principal of the Demonstration School, State Teachers College, Buffalo, N. Y. Children of college students may attend the Demonstration School without tuition.

SPECIAL PROGRAM FOR RURAL SCHOOL TEACHERS

Special emphasis will be made during the Summer Session on the problems of the rural school. In addition to the courses offered in Rural Education, Miss Muriel J. Bardwell, instructor in the High school at Briarcliffe Manor, New York, will conduct a one-room school in the demonstration school. This room will consist of eight grades and efforts will be made to demonstrate the grouping of grades, the alternation of subject matter and the initiation of a progressive type of education in line with the recommendations of the New York State Department of Education. At least one conference on the problems of the rural school will be held during the Summer Session. Plans are being made to bring to this conference specialists of state and national reputation. Dr. Kate V. Wofford will be in charge of this special program.

SPECIAL PROGRAM ON GUIDANCE AND COUNSELING

The employment of Mr. Roy L. Butterfield, Principal of the Benjamin Franklin High School, Rochester, N. Y., who will be ably assisted by Dean Catherine E. Reed and Irving C. Perkins of the Industrial Arts Department of Buffalo State Teachers College, makes possible the offering of courses for teachers in Junior and Senior High School who wish to qualify as Vocational Counselors. These courses should also appeal to principals and superintendents who are desirous of providing for guidance needs in their schools. Plans are under way to hold an important conference on the general theme of Educational Guidance sometime during the Summer Session.

EXTRA-CLASS ACTIVITIES

A student-faculty committee is being formed which will have direction of these activities. Membership of this committee is made up of those volunteering for it for the sake of the experience it affords and the social contacts made possible in it. *Any interested in joining it are urged to send their names to the Summer Session Social Program Committee.*

The location of the College, with its excellent facilities, makes possible a very rich program of extra-class activities. Delaware Park, one of the most beautiful and most noted large city parks in this country, is directly across the avenue from the College. A large variety of recreational facilities are available in it, including canoeing on the lake.

The Albright Art Gallery and the Historical Building, both located in Delaware Park, possess rich exhibits which abundantly reward visitors to them. Both buildings are in close proximity to the College.

An interesting and stimulating series of programs for Assemblies is now being arranged. Leading educators, as well as men prominent in other phases of life today, are being engaged. It is expected that musical programs of unusual merit will be provided and we hope we shall have a singing Summer Session, under the able leadership of William Breach, our visiting director. We hope to organize an Orchestra and Glee Clubs, correlated with our Music Appreciation Class. Students who play orchestral instruments are urged to bring them with them. Moving pictures of particular interest to the students will be shown from time to time during the summer.

For the last several years, we have been able to offer a steadily expanding athletic program for both men and women. It is expected that the offering this summer will be even more adequate than at any time hitherto. Swimming pool, gymnasium, and athletic field will all be made as completely available as possible for meeting as many different types of needs and wishes as may be found feasible.

Afternoon panel discussions have been found to be of such widespread interest that we expect to provide at least two and probably three during the summer. It is expected that each of these will deal with subjects of vital interest to our student body.

A rich variety of trips have been offered during the Summer Session for a number of years and because of their success plans are now under way for a repetition of those which have proven most popular and the provision of new trips which promise to enrich our total offering.

Social programs, consisting of informal dances and entertainment, will be included as in previous summers and will be improved on the basis of our experience of that which has been found to be most welcome.

The cooperation of Hubert E. Coyne and Leo J. Kronman makes possible the extensive use of the swimming pool and a variety of recreational activities, especially in the field of athletics.

A variety of trips to various interesting places in the city have been customary during the Summer Session and these will be repeated this year as it becomes evident that the students wish to have them arranged. The most popular of these trips last year—that to various social agencies—will be made possible again this summer.

Trips to more distant places will be arranged so far as possible, dependent upon evident interest on the part of the student body.

The Summer Session "Record" will be published again, as it has been for the last several years. It makes familiar to all the various extra-class opportunities as they are scheduled and also constitutes a journal for those who wish to have a permanent record of the Summer Session.

These extra-class activities will enrich the Summer Session just so far as they meet the needs and desires of the student body. *All students expecting to attend the Summer Session are urged to write their suggestions to the Summer Session Social Program Committee.*

IMPORTANT NOTICES

Plan of Registration. No formal application for admission to Summer Session is required (see "Admission" above). Registration begins at 8:30 A.M., Tuesday, July 6th, when students assemble in the Auditorium for instructions regarding details of registration. Students will register in order of numbers given out as they enter the Auditorium. The first step in registration is the payment of fees (see statement under "Fees" above). Further particulars will be given at that time.

Required Preparation for Class Work. All courses in the Summer Session are organized on bases similar to those offered during the regular academic year with a similar amount of outside preparation required for each hour spent in the class room. It is not possible to give any definite amount of time required for this because of the varying abilities and backgrounds of students, but in general it should be understood that a minimum of an hour and a half is essential for preparation for each hour of classroom work, while the average student may be expected to spend more than this.

Text Books. Students in all courses will be required to purchase text books. A cooperative book store is maintained for the benefit of students.

Money. Students who come from outside the city to live in Buffalo during the Summer Session will find it possible to transfer their funds by depositing checks in a local bank and receiving their money after collection has been made by the bank. For this service, the bank will make a minimum charge of fifteen cents and more in proportion to the size of the check. American Express Company's or American Bankers' checks, commonly used by travelers, will be found most convenient. Certified checks issued by banks or personal checks require endorsement or identification and faculty members are not to be expected to render either service. No checks, either for faculty members or students, will be cashed at the Financial Secretary's office.

Orchestra. Under the leadership of our Music Department we developed a very fine orchestra last summer. We plan to continue this feature of our Summer Session in 1937, and invite and urge students to make plans to join our orchestral group. We are giving this advanced notice so that students from a distance may bring their instruments with them. Anyone who plays is invited to participate. Miss Edna W. Hurd will direct and the work will be correlated with Music Appreciation.

LIBRARY

The College Library is situated on the second floor of the main College building, facing the Albright Art Gallery. It occupies a spacious room seating about 150 students. The open shelves, reserved books, magazines and newspapers are available to all students and faculty. The picture and pamphlet files supplement other material and are for the use of the student teacher. Bound magazines are kept in the stack room, which is directly above the reading room. The Library, modern in every respect, affords a splendid opportunity for intensive study and recreational reading. The Grosvenor Reference Library and the Buffalo Public Library are glad to render every possible service to students of the Summer Session.

Elective Library Work

Elective Library Work is open to a limited number of Second and Third year students approved by the Librarian. The course comprises 10 hours of practice in desk-work, shelf-work, etc., and clerical work and appointments for conference. Prerequisite: The course in Library Usage required of all Freshmen. Two semester hours credit. Mrs. Abate.

Special Library Facilities

The Director of the nearby Historical Museum has agreed to make available for history students their fine collection of reference materials on American History. The Albright Art Gallery has recently opened a library containing a collection of reference works on art, and the Director of the Gallery has indicated his willingness to allow the art students of Teachers College to make use of these facilities. The Museum of Natural Science in Humboldt Park has excellent facilities to supplement the work of science students.

COURSES OF INSTRUCTION

Numbering System

The numbers appearing before the titles of courses correspond to the numbering system in the general catalog. The numbers are all three-figure numbers. The first figure of the number indicates the year of the curriculum in which the course primarily belongs. Variation from the year indicated in the catalog should not exceed one year and that only with permission. The letter "s" after a number indicates a parallel course given in the Summer Session.

EDUCATION

Ed. 104s. Evolution of the Elementary School in New York State and the United States. Aims to give the student an understanding of the public school as a social institution and of its obligation to the social order which it serves. Includes the following units: Library references and usage; the school of today; education a state function; administration and organization of the New York State school system; scope and magnitude of the State's educational service; financing public education in New York; the evolution and development of education in New York; European influences; origins and beginnings of American education; the development and extension of a free public school system in New York and in the United States; the need for better trained teachers; the development of teacher education as a State function. (This is equivalent to Education 104 in the regular college catalog. May be taken by students requiring History of Education. Equivalent to Education 304 on the old curriculum.) Two semester hours credit. Five hours per week. Some extra time for visitation will be included. Mr. Bruce.

Ed. 203s. Modern Elementary School Problems. The socialized background of the development of education in the United States will be presented in this course. The educational and social problems attendant upon the change in the United States from an agricultural to an industrial society will be stressed. These will include: (a) our agrarian origins and their influence upon education; (b) the natural resources of America, their use and the effect of the latter upon individuals and institutions; (c) the development of economic and social tensions, and the efforts of education and the government to remedy them; and (d) the techniques of education to meet our changing times with changing types of schools. While the course will stress rural sociology the materials in it will be equally helpful to urban and rural teachers alike. Required of sophomores in the general college curriculum. (This course corresponds to Education 203 in the regular college catalog.) Two semester hours credit. Five hours per week. Miss Wofford.

Ed. 303s. Educational Measurements. Students requiring Educational Measurements on the old curriculum should elect Education 202s. For description see C.D. 202s. under Educational Psychology. Mr. Hertzberg.

Ed. 304s. History of American Education. (Old Curriculum.) See Ed. 104s. above. Also Ed. 430s. below.

Ed. 305s. (Old curriculum) Principles of Education. Aims to integrate for teachers the details of educational theory and practice represented by the

preliminary courses in Education and Psychology, thus furnishing them with a unified body of educational doctrine. This is accomplished by viewing the educational process as the "life process." From the natural laws of this process are developed the fundamental principles and the goals for education. Required of Juniors. Three semester hours credit. Eight hours per week. Mr. Horn.

Ed. 401s. Junior High School Organization. (Old Curriculum.) The special purposes of the institution and the characteristics of the school designed to achieve these purposes are the main features of the course. Subjects of study; the guidance program; extra-curricular activities; provision for the exploratory function for adolescent children; provision for individual differences homogeneous grouping; the staff; the Junior High school plant; the history of the movement and tendencies toward standardization. Required of Fourth Year students in the Grammar grade curriculum. Three semester hours credit. Eight hours per week. Mr. Johnson.

Ed. 405s. Modern Education in the Small Rural School. (Old Curriculum.) The persistent problems of the small rural school and the modern ways of meeting them will be discussed in this course. These will include: (a) problems of administration, such as the grouping of children recommended by the New York State Department of Education, the educational use of out-of-recitation periods, the relation of the teacher to her community, etc. There will also be considered (b) the problems of teaching; here the differentiation of the curriculum to meet the needs of the small school will be stressed, special emphasis being placed on the social studies and science. The newer techniques in teaching will also receive attention. These will include the organization of units, the development of the discussion method, the use of supervised study, the institution of techniques of research. A one-room school taught on the campus by Miss Muriel Bardwell of the Briarcliffe Manor High School, Briarcliffe Manor, New York, will demonstrate in practice the modern theories of education presented in this course. Elective for students on the old curriculum or students taking the general elementary course in the new curriculum. Three semester hours credit. Eight hours per week. Miss Wofford.

Ed. 406s. Comparative Education. (Old Curriculum.) This course compares recent and contemporary educational movements here and abroad. Modern books on Russia, Germany, Italy, France, and England are used. We take up interesting experiments in education in other countries, as for example, the Danish Folk Schools, the schools in Mexico and education in Latin America.

In the 1936 Yearbook of the National Society for the study of Education will be found a wealth of suggestions and materials for teachers who wish to build International understanding among children. The instructor has made several trips to Europe and has had first hand contact with many European educators. Three semester hours credit. Eight hours per week. Miss Dana.

Ed. 420s. Elementary School Curriculum. It is the purpose of this course to acquaint teachers with the nature, composition, and use of the well constructed curriculum, and develop skill in determining acceptable subject aims, content, and method. Topics to be treated: the curriculum reflects the nature of society; function the public Elementary school should perform; setting up general and specific aims consistent with these functions; selection of curriculum content for the major school subjects; the place of method and outcomes in the curriculum. For Fourth year and properly qualified Third year students. Three semester hours credit. Eight hours per week. Mr. Webster.

Ed. 430s. American Education Since 1900. (Old Curriculum.) A survey of the educational progress in the first third of the twentieth century with the purpose of clarifying present educational thought and interpreting present trends in education. When combined with course Ed. 304 (History of Education) this will furnish sufficient credit to meet State requirements for cer-

tification purposes. Open to Third and Fourth year students. Education 304s (or equivalent) should precede or parallel this course. Two semester hours credit. Five hours per week. Mr. Root.

Ed. 455s. Principles and Problems of Personnel Work and Guidance. This is a basic course designed for teachers and others interested in the guidance function in the public schools. Consideration will be given to the present day objectives and principles of guidance; the function of the classroom teacher, the principal, the visiting teacher, the counselor, and other specialists in a guidance program; guidance services including counseling, record keeping, group conferences, coordination of guidance activities, contacts with parents, community agencies, etc. Three semester hours credit. Eight hours per week. Mr. Butterfield.

Ed. 456s. Techniques and Procedures in a Comprehensive Guidance Program. A study of the guidance function, the services to be rendered, the techniques to be employed. This will include methods of securing data regarding the adjustments, the employment of educational and occupational information, the development of requisite skills or interests, exploration of aptitudes, consideration of placement, the techniques of the interview and interpretation of data from case studies. A basic course in guidance is a pre-requisite though admission to the course will be arranged for candidates who offer definite experience or ability. Two semester hours credit. Five hours per week. Miss Reed.

Ed. 457s. Guidance Through Extra-Curricular Activities. Deals with the guidance functions of the homeroom teacher, club sponsors, and sponsors of other pupil out-of-class activities. Consideration will be given to the study of desirable activities and to the guidance opportunities afforded through them. Special emphasis will be placed upon the value of extra-curricular activities in stimulating interest in school life, in developing qualities of leadership and in affording the opportunity for children to develop more naturally in a school environment. Three semester hours credit. Eight hours per week. Miss Reed.

Ed. 458s. Organization and Supervision of Guidance. Deals with the development of a guidance program in a school or school system. Involves a study of preliminary steps to be taken, the development of guidance consciousness upon the part of the faculty, the securing and preparation of counselors, curriculum organization to meet guidance needs, setting up of records, and supervision of the guidance program. Two semester hours credit. Five hours per week. Mr. Butterfield.

Ed. 459s. The Study of Occupations. This course will cover a study and analysis of the major fields of occupation and their subdivisions for the purpose of discovering those facts about employment conditions which would be of most use in vocational guidance classes and to young people who are desirous of choosing a present or future occupation. Particular emphasis will be given to the educational and vocational requirements necessary for successful employment. Consideration will also be given to the social and economic conditions associated with various occupational callings. Two semester hours credit. Five hours per week. Mr. Perkins.

ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

Resolution of the New York State Board of Regents:

"That, in accordance with the provisions of Section 81 of the Regents Rules, the Commissioner shall establish standards for the preparation and certification of the Elementary School Principals and that a Principal's certificate be required of all candidates for appointment to Elementary Principalships after September 1, 1932."

In accordance with the above resolution, State Teachers College at Buffalo is offering courses in preparation for the work of the Elementary

Principalship. Students desiring information regarding the certification requirements should consult Dr. C. A. Pugsley, State Teachers College, Buffalo.

Ed. 432s. Researches Affecting the Elementary School. Deals with the research conducted during recent years bearing on the organization, administration and supervision of the elementary school. The areas to be studied will be determined by the needs and interests of the students enrolled. Emphasis will be placed on the practical utilization of the research findings. Open to principals and teachers of experience. Three semester hours credit. Eight hours per week. Mr. Moffitt.

Ed. 440s. The Elementary School Principalship A. Organizing the school and the curriculum. The general objective of this course is to see how the principal functions as he builds the organization framework through which the planned curriculum is realized. Problems in planning a curriculum for all aspects of child life throughout the whole elementary school experience; studying the community; organizing the school and its resources, such as the halls, the library, the auditorium, the gymnasium, the cafeteria, the playground, etc.; assignment of teachers and pupils; systems of classification and promotion; problems in scheduling and office organization; board relations; financing the school program. This course may either precede or follow the Elementary School Principalship B. Open to principals, supervisors, experienced teachers, and others especially qualified. Three semester hours credit. Eight hours per week. Mr. Webster.

Ed. 441s. The Elementary School Principalship B. The operation of the elementary school. The objective of this course is to develop an understanding of, and the ways of meeting the day to day problems of the school as its curriculum operates. Equipping the school plant; obtaining and using supplies and texts; movement of the children; policies and programs in using the school facilities; policies in classification and promotion; special services for special needs; resolving pupil maladjustments; making and using records; leading the community. This course may either precede or follow Elementary School Principalship A. Open to supervisors, principals, experienced teachers and others especially qualified. Three semester hours credit. Eight hours per week. Mr. Pugsley.

Ed. 442. Supervision of the Elementary School A. Leadership of teachers. The objective of this course is to comprehend the work of the principal as a professional leader of teachers. Leadership of teachers; building an education philosophy for the school; the principal in relation to other administrative and supervisory officers; classroom visitation and the analysis of teaching and learning; the nature of learning; supervisory conferences, teachers' meetings, curriculum building, demonstration teaching, directed observations, the use of specialists, and other instruments for the improvement of teaching and learning. Open to principals, supervisors, experienced teachers and to others especially qualified. Three semester hours credit. Eight hours per week. Mr. Pugsley.

CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY

C.D. 102s. Child Behavior. This course considers primarily the roots of child behavior with which the teacher is daily confronted. Special attention will be given to (1) methods for developing a well-adjusted personality in the child; (2) ways of detecting and correcting early beginnings of maladjustment; (3) the school room as an agent of mental health of the child. Case material will be generously used and such problems as daydreaming, lying, stealing, fears, irritability, etc., will be dealt with. This course is planned especially to be of practical and immediate help to classroom teachers. Observations to study some of the above problems will be arranged in addition to the five hours per week scheduled. Two semester hours credit. Five hours per week. Prerequisite: C.D. 101 or the equivalent. Miss Quayle.

C.D. 201s. Child Learning. Aims to provide: (1) an understanding of the learning of children as a fundamental process; (2) an appreciation of the significance of the organismic theory of child development; (3) an appreciation of the significance and importance of the different kinds of learning of children living in a democratic society. Accompanied by observation, participation, projects and activities in the demonstration school. Emphasis will be placed upon: fundamental drives and motives basic to learning; nature and characteristics of the learning process; reflective thinking; imaginative and creative expression; attitudes and ideals as learning products. (This course corresponds to Child Development 201 in the regular college catalog. It may be taken as a substitute for a two hour course in Educational Psychology.) Required of all Sophomores in the General College Curriculum. Two semester hours credit. Five hours per week. Some laboratory work will be required in addition to the five hours scheduled each week. Prerequisite: C.D. 101-102 or equivalent. Mr. Grabau.

C.D. 202s. Educational Measurements in Child Learning and Behavior. This course aims to give the student (1) an appreciation of the significance of measurement as a tool for understanding the growth changes in the child's native and acquired behavior; (2) the opportunities for developing the ability to construct, select, and use properly test materials in the various phases of child learning and behavior; (3) the opportunities for developing the ability to handle the simple and necessary statistical techniques for interpreting the results of measurement. Students will be given opportunity to plan testing programs; administer and score tests; tabulate, graph, and interpret data; and set up possible guidance and remedial programs. Some laboratory work will be required in addition to the five hours scheduled each week. Two semester hours credit. Five hours per week. Prerequisite: C.D. 101-102, 201. Mr. Hertzberg.

Ed. 301s. The Child and the Curriculum. This course aims to acquaint the student with recent trends in the development of: (1) philosophy and aims, (2) practices of curriculum construction, (3) methods of selecting and organizing instructional materials, both content and illustrative materials from representative schools, most useful in directing child learning, and (4) principles and practices of teaching and evaluating with special emphasis in the field of Language Arts. Five hours a week will be devoted to observation in the demonstration school and laboratory work. There will be opportunity for constructing and evaluating units of work as part of the laboratory experience. Three semester hours credit. Ten hours per week. Miss Hirsch.

Ed. 302s. The Child and the Curriculum. This course follows or accompanies Education 301. It aims to acquaint the student with recent trends in the development of: (1) philosophy and aims, (2) practices of curriculum construction, (3) methods of selecting and organizing instructional materials, both content and illustrative materials from representative schools, most useful in directing child learning, and (4) principles and practices of teaching and evaluating in the fields of the Social Studies, Science and Mathematics. Five hours a week will be devoted to class discussion and lectures, and five hours a week will be devoted to observation in the demonstration school and laboratory work. Three semester hours credit. Ten hours per week. Mr. Horn.

(These courses correspond to Child Development 301 and 302 in the General College catalog.) Each division carries three semester hours credit. Six semester hours credit for complete course. Each division requires ten hours per week. Prerequisite: Child Development 101 and 102 and 201 and 202 or equivalent.

Psy. 301-2s. Psychology of Childhood. (Specialized Psychology*). (Old Curriculum). Designed to familiarize the student with methods of studying

* Corresponds to the course "Specialized Psychology" given in the Normal Schools of the State of New York. Buffalo State Teachers College has differentiated this course into three courses in order to meet more adequately the special needs of Kindergarten-Primary, Intermediate, and Grammar grade majors.

the physical, mental, and emotional growth and development of children; to analyze the behavior of children and determine proper forms of control; to study the nature and function of various types of learnings, the problem of motivation, the nature and function of play, the factors in the genesis and control of various forms of anti-social conduct, the growth of personality. Required of juniors majoring in Kindergarten-Primary and Intermediate grades. Two semester hours credit. Five hours per week. Mr. Bruce.

Psy. 303s. The Psychology of Adolescence. (Specialized Psychology*). (Old Curriculum). Treats of the nature of adolescence; the problem of saltatory versus continuous development; the physical, intellectual and emotional characteristics and needs of the adolescent; sex phenomena and mental hygiene; the problems involved in adjusting to the social order. Required of Grammar grade and Junior High school majors. Two semester hours credit. Five hours per week. Mr. Bruce.

Psy. 402s. Psychology of Elementary School Subjects. (Old Curriculum). Familiarizes the student with the experimental studies on the Elementary school subjects with respect to procedures and conditions of learning; abilities involved in each of the subjects in order to discover what needs to be learned, what is adapted to the child's learning capacities, what kinds of assistance the child is most in need of; influence of environmental factors, native factors, and special aptitudes; method and values of utilizing the laws of learning. Elective for Seniors and candidates for elementary school principalship certificates. Three semester hours credit. Eight hours per week. Prerequisite: Educational Psychology or its equivalent. Mr. Hertzberg.

Psy. 405s. Diagnostic and Remedial Instruction in Reading. (Old Curriculum). Causes of reading deficiencies and retardation; techniques in individual and group diagnosis; case studies remedial group instruction of retarded readers in the Primary grades; individual instruction of non-readers and seriously retarded readers; testing and diagnosis of a few cases in class; organizing Primary reading to prevent or minimize retardation in reading. Three semester hours credit. Eight hours per week. Mr. Stone.

Psy. 406s. Mental Hygiene. (Old Curriculum). This course is definitely designed to help adults, especially teachers, understand their own emotional and mental development, and how to be happier and more productive individuals in all their relationships. Well-adjusted teachers are the greatest factors in developing desirable personalities in children but the emphasis of this course will be on the individual's adjustments, not on behavior problems of children. Adult personality problems will be considered and adequate case material will be used. Prerequisites: General Psychology or Educational Psychology. Three semester hours credit. Eight hours per week. Miss Quayle.

ENGLISH AND LITERATURE

101s. Written Expression. Freshman composition. Considerable practice in writing, with the intention to develop: first, the ability to write clear and correct English, and secondly, those qualities of originality and individuality which are characteristics of all good style. Special emphasis is given to the sentence and the paragraph. Required of all First year students. Two semester hours credit. Five hours per week. Miss Chapman.

201s. English Literature I. The first half of the survey course in English literature. The material includes the outstanding elements in literature from the time of the Anglo-Saxon through the age of Pope and Dryden. Attention is given to the chronological development of the literature, and to the influences at work during the various periods, as well as to the study of the various types of literature represented. Should precede Literature II. Three semester hours credit. Eight hours per week. Mr. Hodgins.

202s. English Literature II. The last half of the required survey course in English Literature. Students are expected to familiarize themselves with the facts and the backgrounds of literature and also to gain an appreciation of what literature holds in store for them. Required of Sophomores. Three semester hours credit. Eight hours per week. Mr. Lappin.

310s. Juvenile Literature. The material for this course will include an appreciation of literature suited to children from kindergarten through the sixth grade; a study of sources of literature for children; an evaluation of creative work by children and selection of materials which will help integrate activities in literature with other phases of the curriculum. May be taken as a substitute for either Children's Literature or Juvenile Literature from the old curriculum. Should be elected by students in the general elementary curriculum and by special kindergarten-primary students, in the new curriculum. May be taken for elective credit by any student who has not taken either of these courses since 1930. Three semester hours credit. Eight hours per week. Miss Hirsch.

313s. Upper Grade Reading Methods. The course aims to prepare students to appreciate the importance of reading in the curriculum, and to consider the methods of teaching this subject in the light of recent educational investigations. Principles underlying the teaching of oral and silent reading, appropriate reading material, growth of vocabulary, and reading tests and measurements are among the topics discussed. Attention will be given to the importance of reading in the lives of adolescent children and to the underlying principles in the choice of material and methods. Silent reading of the thoughtful or work type will be stressed in order that students may be prepared to guide pupils in the formation of study habits. Third year elective. Two semester hours credit. Five hours per week. Mr. Stone.

314s. (Old Curriculum.) Language Arts in the Elementary School. Designed for teachers, supervisors, and principals who are interested in English activities and the improvement of teaching in that field. There will be discussion of different types of English programs, an examination of research studies, a review of the best that has been written concerning the teaching of English. Many types of English experiences will be studied and students will be helped to become sensitive to opportunities to broaden intellectual interests, to develop abilities and to cultivate appreciations through English: dramatics, choral reading, meeting the demands to speak well, to discuss intelligently, to write with ease and facility, to create and to appreciate. Third year elective. Three semester hours credit. Eight hours per week. Mrs. Ganey.

402s. Victorian Literature. (Old Curriculum.) (1832-1890). The poetry, fiction, and non-fiction prose of this rapidly expanding era. An analysis of the various forces finding new expressions in science, religion, industry and social customs. The works of Tennyson, Browning, Dickens, Thackeray, Carlyle, Ruskin, Arnold, Newman, and the other major and minor authors are included. Elective for Sophomores, Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Thurber.

409s. American Literature. A survey of the main currents of thought as expressed in American literature, from the colonial period to the present. Emphasis is given to such outstanding authors as Poe, Hawthorne, Emerson, Lowell and Whitman. Some time is given to contemporary poets and novelists. Elective the third and fourth years. Three semester hours credit. Eight hours per week. Mr. Hodgin.

410s. Contemporary English Fiction. (Old Curriculum.) A study of significant English achievement in the novel since 1880. Among the novelists to be discussed are: George Gissing, George Moore, Arnold Bennett, H. G. Wells, John Galsworthy, Joseph Conrad, Hugh Walpole, Compton Mackenzie, Francis Brett Young, Frank Swinnerton, J. B. Priestley. Assigned readings and reports. Open to Third and Fourth year students. Two semester hours credit. Five hours per week. Mr. Lappin.

415s. Shakespeare I. (Old Curriculum.) The careful reading and analysis of a group of the principal comedies, histories, and tragedies of Shakespeare, with the purpose of revealing the characters, the thought, and artistry of the plays. Such a study is intended to provide a distinct contribution to the teacher in developing skill in dramatization and familiarity with plot material and plot development. Elective for Third and Fourth Year students. Three semester hours credit. Eight hours per week.

417s. Unit Teaching of English and Literature in the Junior High School. (Old Curriculum.) Current changes in English teaching create new problems for the teacher. New materials are demanded, new types of organization and new procedure.

This course will offer an opportunity to study the newer practices and materials in the teaching of poetry, drama, biography, and short story on the junior high school level. Units of work will be set up, pupil and teacher bibliographies prepared, sources for correlated and illustrative materials examined, and individual projects worked out to meet the specific needs of the members of the class. Three semester hours credit. Eight hours per week. Mrs. Ganey.

PENMANSHIP

Eng. 110s. Penmanship I. This work will not be given as a separate course. If there is any student wishing to start work in penmanship from the beginning, he will be admitted to the course in Penmanship II and allowed to progress as rapidly as possible.

Eng. 310s. Penmanship II. (Old Curriculum.) Practice is continued until the writing on paper and blackboard are suitable for imitation and demonstration. Particular attention is given to the methods of teaching children how to write. Students observe the uses of these methods in the School of Practice. Special attention is given to the study and the investigation of the following topics: History of Handwriting; Styles of Penmanship; Courses of Study; Handwriting Scales; Standards; Grading; Remedial Measures; Rhythm; Motivation; Correlation; Individual Differences; Left-handedness; Types of Lessons. Palmer Certificates are required for graduation. Required of Juniors in the old curriculum. Two semester hours credit. One hour daily. Miss Chapman.

GEOGRAPHY

101s. General Geography. The study of the influences of the environmental factors upon man and his activities is the main purpose of the first semester of geography. Special attention is given the illustrations of these found in the home region. In addition, emphasis is laid upon training in the methods of geographic study. An effort is made to show how geography aids in an understanding of many current world problems. Required of Freshmen. Three semester hours credit. Eight hours per week. Mr. Cooper.

301s. Economic Geography. The geographic factors underlying the production of a group of selected commodities are developed. In the case of each product this is followed by a study of world distribution, trade movements, and manufacture. By means of special problems and required field trips the economic geography of Buffalo and the surrounding region is stressed while the student gains experience in methods of research. Elective for Third and Fourth year students. Recommended for students specializing in the Junior High school field. Two semester hours credit. One hour daily. Mr. Cooper.

302s. Geography of Europe. Based upon a combination of physiographic regions and related human use regions. The conflict between these and the man-made political divisions directs attention to the geographic backgrounds of current problems. The study is directed to gain some knowledge and appreciation of the variety of natural and cultural landscape patterns that have evolved in this continent of complex national groups striving

to maintain themselves. Elective for third and fourth year students. Three semester hours credit. Eight hours per week. Prerequisite: Geography 101. Miss Svec.

407s. Conservation of Natural Resources. The course surveys the extent, distribution and condition of the major natural resources of the United States and the aims and accomplishments of the conservation movement. The publications of the various state and federal planning boards will provide material for the discussion of the regional and national programs. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Prerequisite: Geog. 101 or equivalent. Miss Svec.

HEALTH EDUCATION

P.E. 201s. Physical Education. This course aims to acquaint the student with the historical background of physical education and the philosophy underlying its inclusion in an educational program. It seeks to give the student the subject matter and skill basic to the activities required in the elementary school physical education program; selection, arrangement, and use of a well-balanced, well-rounded and varied program of activities. It will include the development of correct attitude, knowledge, and skills in the following activities: mimetics, rhythms, dances; gymnastics and stunts; games, sports and other physical and recreational activities. Active participation in at least one individual and one team sport is required. Prerequisite: Health Education 101-2. Required of second year general college students. One semester hour credit. Three hours classwork per week and five hours physical and recreational activity. Mr. Coyer.

H.E. 401. Health Protection. This course aims to familiarize the teacher with the standard procedures in health protection through the following units: health examinations; follow-up service; daily health inspection; communicable disease control; building construction and sanitary care; safety and first aid; community and public health; school health service in New York State. Active participation in at least one individual and one team sport is required. Prerequisite: Health Education 101-102, Physical Education 201-202. Required of third and fourth Year general college students. Two semester hours credit. Five hours per week of classwork and five hours per week of physical and recreational activity. Mr. Coyer.

HISTORY AND SOCIOLOGY

S.S. 201s. History of Civilization. A survey of man's cultural development from the earliest dawn of history to 1815. The following units are included: The philosophy of history and theories of historical interpretation; nature of the cultural pattern man has evolved; contributions of primitive man; representative Eastern Mediterranean cultures; representative Oriental cultures; Graeco-Roman culture; culture of the Middle Ages; and the political, intellectual and social revolutions of the 17th and 18th centuries. Three semester hours credit. Eight hours per week. Miss Stockberger.

S.S. 301s. American Civilization and Government. This course will consider the development of civilization and government in the United States to the outbreak of the Civil War. How this country gained its independence from England and developed its own democratic ideals of government will be stressed. The origin and purpose of the various governmental institutions and how they perform their work will be studied in order to picture government as a going concern. Three semester hours credit. Eight hours per week. Mr. DeMond.

Hist. 402s. American History Since 1865. (Old Curriculum.) The new economic, political, and social era which followed the Civil War, recognition of the United States as a world power, its part in the World War, and recent developments in international affairs. Open to third and fourth year students. Three semester hours credit. Eight hours per week. Mr. DeMond.

S.S. 303s. History of Europe Since 1914. The causes, events, and results of the World War; the treaty settlements; post-war developments and problems; present areas of friction; the League of Nations, World Court, and other efforts at international co-operation and peace. Three semester hours credit. Eight hours per week. Mr. Park.

S.S. 403s. American Foreign Relations. A study of the diplomacy and foreign relations of the United States from the Revolution to the present time, and a comparison of the diplomacy of the new world with that of the old. Particular emphasis upon the foreign relations of the last third of a century including such topics as the League of Nations, the Washington Conference, Latin America, and efforts for world peace. Especially recommended to students who are planning to teach history. Three semester hours credit. Eight hours per week. Mr. Peterson.

S.S. 402s. American Economic History. The development of the economic life of the Nation is traced from colonial beginnings. Emphasis is given to manufacturing, commercial and agricultural phases of national development. The historical significance of economic factors with their meaning for educators is made evident. Required of third year home economics students. Elective for general college Seniors. Three semester hours credit. Eight hours per week. Mr. Grabau.

S.S. 204s. Principles of Economics. The essential purpose of this course is the acquirement of a working knowledge of sound economic theory in order that the phenomena of the industrial and commercial world may be understood. An attempt is made to survey not only the laws of economics, but also certain of the political and cultural settings in which they operate. The course concerns itself with the appearance as well as the functioning of modern economic society. As a special aid to students of Home Economics attention is directed to phases of consumer economics, such as problems of the consumer, his place in production, and the devices of consumer protection. Required of second year students in the home economics department. Elective for second year general college students. Two semester hours credit. Five hours per week. Mr. Peterson.

Soc. 407s. Methods in the Social Studies. (Old Curriculum.) Reasons for and against the integration of Social Studies. A critical study of the schemes of integration now being used on the Primary, Intermediate, and Junior High school levels. Demonstration of some of the schemes developed in the School of Practice. Practice in developing units of integrated Social Studies on the grade level of the teacher's work. Collection of materials for teaching units of integrated subject-matter. Elective for Third and Fourth year students. Three semester hours credit. Eight hours per week. Miss Stockberger.

KINDERGARTEN — PRIMARY EDUCATION

210s. Arithmetic and Primary Methods. (Old Curriculum.) A survey of the work of the first three Elementary grades in Arithmetic, Reading, Spelling and the Social Sciences, as influenced by modern educational theory, by recent experiments and by special studies in subject matter and procedure. As an aid to such instruction, observation lessons with discussion following, are held. Required of Second year students. This course will be especially valuable for Intermediate and Grammar Grade students who wish to teach in the Rural School. Such students may take the course for elective credit. Three semester hours credit. Eight hours per week. Miss Dana.

212s. Children's Literature. (Old Curriculum.) For course description see English courses. Students needing credit in Children's Literature may take the course entitled Juvenile Literature, described under English 310s. Three semester hours credit. Eight hours per week. Miss Hirsch.

Ed. 306. Kindergarten Education II. This course will deal with phases of the curriculum suitable for five year old children; techniques for individual and group guidance; records and record keeping; standards by which experiences, materials and procedures are evaluated in the light of the underlying Kindergarten philosophy. The consideration of parent-child-community relationships will also form a part of the course. Required in new curriculum for all students desiring recommendations for kindergarten certification. Two semester hours credit. Five hours per week. Miss Allen.

Psy. 301s. Psychology of the Kindergarten-Primary Child. (Old curriculum.) For course description, see Psychology courses. Two semester hours credit. One hour daily. Mr. Bruce.

Psy. 406s. Mental Hygiene. Of value to Lower grade teachers. Elective for Third or Fourth year and teachers with experience. For course description see Psychology courses. Two semester hours credit. Five hours per week. Miss Quayle.

Sci. 205s. Zoology. For course description see Science courses. Required in new curriculum for all students desiring recommendations for kindergarten certification. Two semester hours credit. Five hours per week. Mr. Fretz.

MATHEMATICS

101s. General Mathematics. This course seeks to give the student a foundation in mathematics, an understanding of certain algebraic principles that have a wide application in intelligent living; an appreciation of and familiarity with the real nature of algebraic analysis and a wider horizon through an extended acquaintance with more advanced topics that are being used and might be used more in educational theory and physical sciences, and to see how "pure mathematics" has led to great unexpected achievements in a practical way. Three semester hours credit. Eight hours per week. Mr. Ebert.

201s. College Algebra. A rapid review of High school algebra is followed by studying mathematical induction, graphical interpretation of formulae, theory of equations, the formation and use of logarithms and such other topics as are necessary for the study of trigonometry, analytics and calculus. Prerequisite: intermediate algebra. Three semester hours credit. Eight hours per week. Mr. Phillippi.

303s. Trigonometry. Treats of measurements by means of ratios formed by the sides of triangles. Fundamental formulae are developed from these ratios or functions. The application of trigonometry to measurement is illustrated by the use of the transit by the class. Prerequisite: College Algebra. Three semester hours credit. Eight hours per week. Mr. Ebert.

304s. Plane Analytics. The relation of a curve to its equation and the equation to a line studied with reference to both rectangular and polar coordinates forms the basis of this course. Straight lines and conics are plotted. Numerous examples are solved in order that the student may get a clear idea of the analytic methods used in the solution of problems. Prerequisites: trigonometry, college algebra. Elective Third and Fourth Years. Three semester hours credit. Eight hours per week. Mr. Phillippi.

401s. Junior High School Mathematics. A review of arithmetic, elementary algebra, geometry and numerical trigonometry, is accompanied by methods of presenting the above in a manner suited to the pupils of grades seven to nine. Frequent applications of these topics to practical problems is the primary objective. By opening the gateway thus it purposes to give to the student a broad background of mathematics. Open to Second, Third and Fourth year students. Three semester hours credit. Eight hours per week. Mr. Johnson.

SCHOOL ART

Art 202s. Constructive Arts. Work in various materials suited to use in the elementary school for expression or illustration. Clay, paper, cardboard, paper mache, wood, leather, metal, etc., will be used in projects suited to the activity program. Two semester hours credit. Eight hours per week. This course may be used to satisfy the art methods requirement of the old curriculum or the requirements of the new curriculum. Mr. Bradley.

Art 301s. Art Appreciation. The various forms of art expression and their fundamental principles and considerations. Textbook study, readings, lectures, gallery trips and experimentation in various mediums to develop an understanding of the arts. Two semester hours credit. Eight hours per week. Required in new curriculum. Mr. Bradley.

Art Education Curriculum

Since the organization of a special curriculum for the training of Art teachers and Supervisors, certain courses have been offered during the year in Extension and Summer Session which can be applied toward the requirements for the degree with a major in Art Education.

Advanced students who wish to qualify in this field should submit official transcripts of their work elsewhere, to the Director of the Art Department, for evaluation. He will then be in a position to advise them as to the work necessary to complete the requirements. Costume Design and Interior Decoration are offered this summer. For students contemplating special art work, a number of the General College courses are required.

Art 165s. Costume Design. Art principles applied in costume. A review of the historic development and modern problems in costume. Adaptations of color and line to types and occasions. Two semester hours credit. Ten hours per week. This course may be used to meet requirements in Home Economics or Art Education Departments. Mrs. Goodyear.

Art 262s. Interior Decoration. Art principles applied in decoration and furnishing of the home. Historic periods in furniture, and modern problems. Field trips, practical considerations and simple renderings. Two semester hours credit. Ten hours per week. This course may be used to meet requirements in Home Economics or Art Education Departments. Mrs. Goodyear.

SCHOOL MUSIC

102s. Essentials of Music. This is the second semester of the Freshman sequence in Elementary music. Continues study of public school music; the relationships and responsibilities of the grade teacher and a survey of school procedures and types of drill. Continued instruction and practice in correct use of the singing voice, song singing, conducting, ear training, music reading, notation and terminology. Procedures and practice in creative music. Appreciation of music through acquaintance with its medium of expression and forms. Required of Freshmen. Two semester hours credit. Eight hours per week. Miss Hurd.

Note: Students requiring credit for Music Methods on the old curriculum may substitute Music 102.

302s. History and Appreciation of Music. Discussion of music appreciation as an educational factor and its place in the school curriculum. Standard compositions studied as to medium of expression, form and historical development. Methods of teaching music appreciation to children taken up. Current musical events discussed. Attendance at concerts encouraged. Required of Third year students on the old and new curriculums. Open to Kindergarten-Primary, Intermediate and Grammar grade students. Mr. Breach plans to correlate this course with such music activities as Glee Club, Orchestra, and Chorus work. Two semester hours credit. Eight hours per week. Mr. Breach.

SCIENCE

Science 201s. Physical Science. A survey of the physical sciences presenting a study of the solar system; the theories as to the origin of the earth and planets; stars; and other heavenly bodies, also a study of matter and energy changes and man's increasing control over his chemical environment.

This is the first half of the required sophomore physical science course, but may be elected by other students who have not had its equivalent. The course will aid the teacher with the new Grade Science Syllabus. Elective Third or Fourth years. Two semester hours credit. Five hours per week. Mr. Vail.

205s. Zoology. A study of the structure and physiology of a series of animal types that illustrate the stages of evolution of animal life. The development of general concepts, principles and generalizations dealing with adaptations and adjustments to changing environmental factors are emphasized. Elective for sophomore. May be taken by advanced students on the old curriculum if they have not had the equivalent. Two semester hours credit. Five hours per week. Prerequisite: Biology 101-102. Mr. Fretz.

Science 301s. Physics. Physics for the purpose of continuing the physical science sequence, designed to advance the student beyond the lower level course; using those laws and principles of physics which will be interpretive and functional for a more adequate understanding and appreciation of the appliances and mechanisms of his daily life. Use will be made of discussions, demonstrations and the laboratory. Elective Third and Fourth year. Three semester hours credit. Eight hours per week. Pre-requisite: Physical Science 203-204 or the equivalent, please consult the instructor. Mr. Vail.

302s. Biology II. (Old Curriculum.) Unified outline of advanced biology in which fundamental principles of plant and animal life are illustrated by regional organisms. Students become familiar with materials in immediate environment suitable for teaching the major principles of science. Ecology, morphology, physiology and behavior of organisms are employed, with some attention to taxonomy. Elective for Third and Fourth Year students. Prerequisite: High school biology or Elementary biology. Three semester hours credit. Eight recitation hours per week. Two semester hours of laboratory work per week may be required. Mr. Fretz.

SPECIAL COURSES IN THE VOCATIONAL-INDUSTRIAL DEPARTMENT

The following courses will be open to those Industrial Arts students who wish to repeat courses in shop work and to those who hold a Vocational certificate and desire to qualify for an Industrial Arts license. Election of these courses is open to women who desire to acquire some knowledge of shop work to assist them in an activity program.

The registration fee of \$25.00, plus a laboratory fee of \$5.00, will be charged, as in the Summer Session of 1936.

Description of Courses

General Statement

All courses in shop work as described below aim to clarify the requirements as set forth in the State Syllabus for Industrial Arts work in Junior and Senior High schools. The purpose is not to develop a particularly high degree of skill in the short time these courses will run, but to emphasize a thorough understanding of the elementary shop activities such as would be covered by a group of boys in the Elementary and the High school grades.

Discussions in classes and required work will include the preparation of short units of instruction which would be valuable to the teachers in the grades previously mentioned. The new offering in Elementary Industrial Arts is intended to be of benefit to teachers interested in the activity program and for special class teachers.

Auto Mechanics: This course is designed to give the student a working knowledge of the practical work commonly taught in an Industrial Arts or part-time school shop. Lectures covering the theory of the various units and the best shop practices form an important part of this course. Two sections will be formed, section number one for the morning and section number two for the afternoon, providing registration is sufficiently large to demand this arrangement. Three semester hours credit. Fifteen hours per week. Section number one, mornings, 8:10-11:00. Section number two, afternoons, 12:10-3:00. Mr. Mandel.

General Metal Shop: Four distinct activities in the metal field will be covered, namely: elements of machine shop practice, hardening and tempering, acetylene welding, sheet metal and art metal construction. Each student will be expected to cover basic operations in each of the divisions mentioned. Discussions relating to class management in the General Metal Shop will be a feature of the course and special units of instruction will be prepared during the progress of the work.

This course will be organized on the basis of units and due to the special requirements of some individuals, arrangements may be made whereby students may earn credit on the basis of any one of several units such as art metal work, machine shop work and sheet metal work. The unit of art metal work will be open not only to men but also to women who may be interested on an avocational basis. Three semester hours credit. Fifteen hours per week. One section only, mornings, 8:10-11:00. Mr. Fontana.

Print Shop: A program in general printing activities which will include hand composition and press work, together with information regarding the kinds and uses of papers required in general printing. The use of half-tones, linoleum block cuts and zinc etchings will be included in the presswork. The principles of elementary bookbinding, such as are common to the school print shop, will be covered. Some time will be given to the organization of units of instruction, and a study of the equipment suitable for Elementary Schools and Secondary Schools will be carried on. Three semester hours credit. Fifteen hours per week. One section only, mornings, 8:10-11:00. Mr. Huckins.

Composite General Shop: The work in general shop will consist mainly of the selection and evaluation of suitable projects for the composite general shop. The projects will be completed in the shop with the object of illustrating organization of teaching material rather than the acquisition of new skills. New teaching aids and teaching devices will receive some emphasis and also the utilization of some of the newer materials as mediums for Industrial Arts use. Three semester hours credit. Fifteen hours per week. One section only, afternoons, 12:10-3:00. Mr. Fontana.

Elementary Industrial Arts for Special Class and Activity Programs: The work of this course is designed only for those teachers who are interested in the tools and materials such as may be used in the elementary activity program and for special class needs. The course is not designed as a methods course but rather one which involves tools, materials and techniques of handling them. It will be conducted in an ordinary classroom rather than in a shop in order to be typical of an actual situation. Materials will consist of yarns, reeds, clay, leather, metal and wood and the projects made with these materials will be those adaptable to the abilities of children between grades 1 and 6. Three semester hours credit. Fifteen hours per week. One section only, mornings, 8:10-11:00 (or 9:10-12:00). Mr. Finsterbach.

SUMMER SESSION PROGRAM

NOTE.—Students should take careful note of the fact that subjects carry three or four semester hours of credit must be taken two periods per day in order to secure regular credit. Certain other courses also require double periods. Such courses are indicated on this program thus (*).

The number in parenthesis after each course refers to the number of the course as described in the Summer Session Catalog. (Ed. 304s) refers to the course in History of Education under Education. For explanation of numbering see "Numbering System" on Page 12 of this catalog.

Students will avoid errors in the selection of subjects by carefully consulting the catalog for statements of courses.

FIRST PERIOD — 8:10-9:00

Research in Elementary Education (Ed. 432s)*..	Mr. Moffitt
Elementary School Curriculum (Ed. 420s)*.....	Mr. Webster
Guidance Through Extra-Curricular Activities (Ed. 457s)*	Miss Reed
Contemporary English Prose (410s).....	Mr. Lappin
Geography of Europe (403s)*.....	Miss Svec
Shakespeare I (415s)*.....	Mr. Thurber
Child and Curriculum (C. D. 301s)*.....	Miss Hirsch
Child and Curriculum (C. D. 302s)*.....	Mr. Horn
Europe since 1914 (S. E. 303s)*.....	Mr. Park
Analytic Geometry (304s)*.....	Mr. Phillippi
Psychology of Adolescence (Psy. 303s).....	Mr. Bruce
Art Appreciation (Art 301s)*.....	Mr. Bradley
American Civilization and Government (S. S. 301s)*	Mr. DeMond
Music Appreciation (301s)*, Section 1.....	Mr. Breach.....
Costume Design (Art 165s)*.....	Mrs. Goodyear...
Zoology (Sci. 205s)	Mr. Fretz.....
Measurements of Learning and Behavior (C. D. 202s)	Mr. Hertzberg...
General Mathematics (101s)*	Mr. Ebert.....
Elementary Industrial Arts (3 periods) (Section A)	Mr. Finsterbach.
Print Shop (3 Periods).....	Mr. Huckins....
General Metal Shop (3 Periods).....	Mr. Fontana....

SECOND PERIOD — 9:10-10:00

Research in Elementary Education (Ed. 432)*..	Mr. Moffitt
Elementary School Curriculum (Ed. 420s)*.....	Mr. Webster.....
Guidance Through Extra-Curricular Activities (Ed. 457s)*	Miss Reed.....
Shakespeare I (415s)*.....	Mr. Thurber.....
Geography of Europe (403s)*.....	Miss Svec.....

SECOND PERIOD—Continued

		Room
Elementary School Principalship B (Ed. 441s)*..	Mr. Pugsley.....	P. 218
American Education Since 1900 (Ed. 430s).....	Mr. Root.....	120
Economic Geography (402s).....	Mr. Cooper.....	P. 114
Child and Curriculum (C. D. 301s)*.....	Miss Hirsch.....	P. 114
Child and Curriculum (C. D. 302s)*.....	Mr. Horn.....	P. 214
Europe Since 1914 (S. S. 303s)*.....	Mr. Park.....	116
Analytic Geometry (304s)*.....	Mr. Phillippi....	204
Art Appreciation (Art 301s)*.....	Mr. Bradley.....	104
Music Appreciation (301s)*, Section 1.....	Mr. Breach.....	118
American Civilization and Government (S. S. 301s)*	Mr. DeMond....	209
Costume Design (Art 165s)*.....	Mrs. Goodyear...	203
Rural School Teaching (Ed. 330s)*.....	Miss Wofford....	117
History of Civilization (S. S. 301s)*.....	Miss Stockberger.	V. 208
Physical Science (Sci. 201s).....	Mr. Vail.....	P. 211
Language Arts in the Elementary School (Eng. 214s)*	Mrs. Ganey.....	106
Literature II (Eng. 202s)*.....	Mr. Lappin.....	109
General Mathematics (101s)*.....	Mr. Ebert.....	105
Elementary Industrial Arts (3 Periods) (Section A)	Mr. Finsterbach.	V. 100
Print Shop (3 periods).....	Mr. Huckins....	
General Metal Shop (3 periods)	Mr. Fontana....	

THIRD PERIOD — 10:10-11:00 (Assembly 10:10-11:15)

ASSEMBLY, MONDAY AND THURSDAY; CLASSES, TUESDAY, WEDNESDAY AND FRIDAY

Elementary School Principalship B. (Ed. 441s)*	Mr. Pugsley.....	P.
Psychology of Elementary School Subjects (Psy. 402s)*	Mr. Hertzberg...	220
Junior High School Mathematics (401s)*.....	Mr. Johnson.....	214
American Literature (409s)*.....	Mr. Hodgin.....	205
Personnel Work and Guidance (Ed. 455s)*.....	Mr. Butterfield..	117
Comparative Education (K. P. 401s)*.....	Miss Dana.....	203
History of Civilization (S. S. 301s)*.....	Miss Stockberger.	V. 208
Rural School Teaching (Ed. 330s)*.....	Miss Wofford....	106
Biology II (Sci. 302s)*.....	Mr. Fretz.....	104
Trigonometry (Math. 303s)*.....	Mr. Ebert.....	
Music Appreciation (301s)*, Section 2.....	Mr. Breach.....	
Literature II (Eng. 202s)*.....	Mr. Lappin.....	
Language Arts in the Elementary School (Eng. 214s)*	Mrs. Ganey.....	P. 211
Upper Grade Reading Methods (Eng. 211s)*.....	Mr. Stone.....	105
Essentials of Music (102s)*, Section 1.....	Miss Hurd.....	109
Elementary Industrial Arts (3 Periods) (Section A)	Mr. Finsterbach.	V. 105
Print Shop (3 periods).....	Mr. Huckins....	V. 100
General Metal Shop (3 periods).....	Mr. Fontana....	

ASSEMBLY

There will be two Assembly periods per week, 10:10-11:15, Monday, Thursday. These periods will be devoted to a variety of activities, including lectures by prominent educational leaders and publicists, entertainments, readings, moving pictures and educational films, and community singing directed by Mr. Breach. The Assembly will be one of the most valuable features of the summer program and all should take advantage of it. The "Summer Session Record" will keep students informed of the Assembly programs. The Assembly programs and the "Record" are financed by the incidental fee paid at the time of registration. We hope also to arrange another valuable feature of the session in the form of conference periods to be scheduled at 3:15, at which time students will have opportunity to meet the visiting faculty members in round table discussions. These conferences will not be limited to members of the respective classes.

LUNCH PERIOD

Students must plan for a lunch period in making their elections. The Cafeteria will be open from 11:15 to 1:30.

FOURTH PERIOD — 11:10-12:00 Tu., W., F. 11:25-12:15 M., Th.)

Study of Occupations (459s).....	Mr. Perkins.....
Conservation of National Resources (405s)*....	Miss Svec.....
American Literature (409s)*.....	Mr. Hodgkin.....
Elementary School Principalship A (Ed. 440s)*..	Mr. Webster.....
Victorian Period Literature (402s)*.....	Mr. Thurber.....
American History Since 1865 (402s)*.....	Mr. DeMond.....
Junior High School Mathematics (401s)*.....	Mr. Johnson.....
Personnel Work and Guidance (Ed. 455s)*.....	Mr. Butterfield...
Psychology of Elementary School Subjects (Psy. 402s)*.....	Mr. Hertzberg...
Principles of Education (402s)*.....	Mr. Horn.....
Comparative Education (K. P. 401s)*.....	Miss Dana.....
Kindergarten Education II (Ed. 306s).....	Miss Allen.....
Music Appreciation (301s)*, Section 2.....	Mr. Breach.....
Biology II (Sc. 302s)*.....	Mr. Fretz.....
Juvenile Literature (Eng. 310s)*.....	Miss Hirsch.....
Trigonometry (Math. 303s)*.....	Mr. Ebert.....
Written Expression (Eng. 101s).....	Miss Chapman...
Constructive Arts (Art. 202s)*.....	Mr. Bradley.....
Upper Grade Reading Methods (Eng. 211s)*....	Mr. Stone.....
Principles of Economics (S. S. 204s).....	Mr. Peterson.....
Evolution of the School (Ed. 104s).....	Mr. Bruce.....
Child Behavior C. D. (102s).....	Miss Quayle.....

FIFTH PERIOD — 12:10-1:00 Tu., W., F. (12:25-1:15 M., Th.)

		Room
American History Since 1865 (402s)*.....	Mr. DeMond.....	118
Elementary School Principalship A (Ed. 440s)*..	Mr. Webster.....	
Supervision of Elementary School A. (Ed. 442s)*	Mr. Pugsley.....	P.
Conservation of National Resources (405s)*.....	Miss Svec.....	115
Victorian Period Literature (402s)*.....	Mr. Thurber.....	217
A Comprehensive Guidance Program (Ed. 456s)..	Miss Reed.....	
Literature and English in Jr. High School (Eng. 417s)*.....	Mrs. Ganey.....	P. 211
Principles of Education (402s)*.....	Mr. Horn.....	P.
Methods in Social Studies (Soc. 407s)*.....	Miss Stockberger.	119
Juvenile Literature (Eng. 310s)*.....	Miss Hirsch.....	P. 114
Interior Decoration (Art. 262s)*.....	Mrs. Goodyear...	209
Physics (Sc. 301s)*.....	Mr. Vail.....	V. 208
Constructive Arts (Art. 202s)*.....	Mr. Bradley.....	208
Elementary School Problems (Ed. 203s).....	Miss Wofford....	203
General Geography (Geog. 101s)*.....	Mr. Cooper.....	120
Elementary Industrial Arts (3 Periods) (Section B).....	Mr. Finsterbach..	V. 109
Auto Mechanics (3 Periods).....	Mr. Mandel.....	V. 3
General Composite Shop (3 Periods).....	Mr. Fontana.....	V. 5

SIXTH PERIOD — 1:10-2:00 Tu., W., F. (1:25-2:15 M., Th.)

Supervision of Elementary School A. (Ed. 442s)*	Mr. Pugsley.....	P.
Organization and Supervision of Guidance (Ed. 458s).....	Mr. Butterfield...	
Mental Hygiene (Psy. 406s)*.....	Miss Quayle.....	220
American Foreign Relations (S. S. 403s)*.....	Mr. Peterson.....	117
American Economic History (S. S. 402s)*.....	Mr. Grabau.....	V. 104
Literature and English in Jr. High School (Eng. 417s)*.....	Mrs. Ganey.....	P. 211
Methods in Social Studies (Soc. 407s)*.....	Miss Stockberger.	119
Diagnostic & Remedial Reading (Psy. 405s)*.....	Mr. Stone.....	
Junior High School Organization (Ed. 401s)*....	Mr. Johnson.....	223
Interior Decoration (Art. 262s)*.....	Mrs. Goodyear...	209
Psychology of Childhood (K. P. & Int.) (Psy. 301-2s).....	Mr. Bruce.....	221
Penmanship II (Eng. 310s).....	Miss Chapman...	203
Physics (Sc. 301s)*.....	Mr. Vail.....	V. 208
English Literature I (Eng. 201)*.....	Mr. Hodgkin.....	214
Physical Education (P. E. 201s)*.....	Mr. Coyer.....	G. 102
College Algebra (Math. 201s)*.....	Mr. Phillippi....	116
Arithmetic and Primary Methods (K. P. 210s)*..	Miss Dana.....	205
General Geography (Geog. 101s)*.....	Mr. Cooper.....	120
Essentials of Music (102s)*.....Section 2.....	Miss Hurd.....	105
Elementary Industrial Arts (3 Periods) (Section B).....	Mr. Finsterbach..	V. 109
Auto Mechanics (3 Periods).....	Mr. Mandel.....	V. 3
General Composite Shop (3 periods).....	Mr. Fontana.....	V. 5

SEVENTH PERIOD — 2:10-3:00, Tu., W., F. (2:25-3:15 M., Th.)

American Foreign Relations (S. S. 403s)*.....	Mr. Peterson.....
Health Protection (H. E. 402s)*.....	Mr. Coyer.....
American Economic History (S. S. 402s)*.....	Mr. Grabau.....
Diagnostic and Remedial Reading (405s)*.....	Mr. Stone.....
Junior High School Organization (Ed. 401s)*.....	Mr. Johnson.....
Mental Hygiene (Psy. 406s)*.....	Miss Quayle.....
English Literature I (Eng. 201s)*.....	Mr. Hodgkin.....
Arithmetic and Primary Methods (K. P. 210s)*..	Miss Dana.....
Essentials of Music (102s)*, Section 2.....	Miss Hurd.....
Elementary Industrial Arts (3 Periods) (Section B)	Mr. Finsterbach..
Auto Mechanics (3 Periods).....	Mr. Mandel.....
General Composite Shop (3 Periods).....	Mr. Fontana.....

NOTE: Five hours per week of physical and recreational activity is required of students in both P. E. 201s and H. E. 402s. This work will be done at 3 o'clock.

SPECIAL COURSES

FOR TEACHERS OF PHYSICALLY HANDICAPPED CHILDREN

The State Education Law requires communities having ten or more physically handicapped children to establish special classes suited to the mental and physical conditions. The State further recognizes the need of this special class activity by granting subsidies to assist local communities meeting the cost of this necessary service.

In order that the communities may receive special subsidies as indicated by law it is necessary that the teachers handling these class units have special preparation which is defined by the Teacher Education and Certification Division as indicated below.

All teachers must have completed a minimum of three years of professional training in preparation for the teaching of common branch subjects and, in addition, twelve semester hours of special preparation as follows:

Courses	Semester Hours
	Min. Max.
Practicum in teaching classes of physically handicapped children	6
Mental, social and vocational adjustments.....	2
Psychology of the physically handicapped.....	2

The present number of teachers qualified to meet these special requirements is inadequate. Because of the large number of communities in this State where special class facilities have not been established and the increasing appreciation of the need for special education adjustments suited to the mental, social and physical conditions of physically handicapped children, this area of training presents unusual opportunities for service.

New York State has recently established a new policy governing organization and development of special units for physically handicapped children which will undoubtedly have a tendency to energize the demand for additional qualified teachers.

Practica will be available in the orthopedic or sight-saving areas.

Orthopedic Classes

Practicum in teaching children with orthopedic defects (organization, methods, materials, observations, practice teaching and clinic)6 points
Hours..9-12

Miss Lommen

Sight-Saving Classes

Practicum in teaching children with visual defects (organization, methods, materials, observation, practice teaching and clinic)6 points
Hours..9-12

MISS CARTER

STATE TEACHERS COLLEGE
AT
BUFFALO, NEW YORK

ANNOUNCEMENT



Summer Session
JULY 5 to AUGUST 12, 1938

*Courses for Teachers of Special Classes for Children with Hearing, Vision, and
Orthopedic Defects*



*Instructing
Hard-of-Hearing
Children*

SUMMER COURSES FOR THE EDUCATION OF SPECIAL CLASS TEACHERS

State Teachers College at Buffalo is offering unusually attractive courses this summer to teachers of physically handicapped children.

An invitation is hereby extended to out-of-state teachers, as well as to resident teachers, to take advantage of the increasing opportunities which are opening to those who are qualified to teach classes for the hard-of-hearing, the partially sighted, and the orthopedic.

Although the various States have their own certification requirements, the offerings at State Teachers College are in accord with the best known principles, theories, and practices in special class education.

Three practica are offered during the summer session. Students may elect that one in which they are most interested. They are as follows:

- (a) Practicum in teaching classes of hard-of-hearing children.
- (b) Practicum in teaching classes of visually handicapped children.
- (c) Practicum in teaching classes of crippled children.

In addition to the Practicum courses, there will be offerings in "Psychology for the Handicapped" and in "Mental, Social, and Vocational Adjustments."

Practicum in Teaching Classes for the Hard-of-Hearing

Six semester hours

DR. OLIVE A. WHILDIN, Instructor
MISS AGATHA SCALLY, Demonstration Teacher

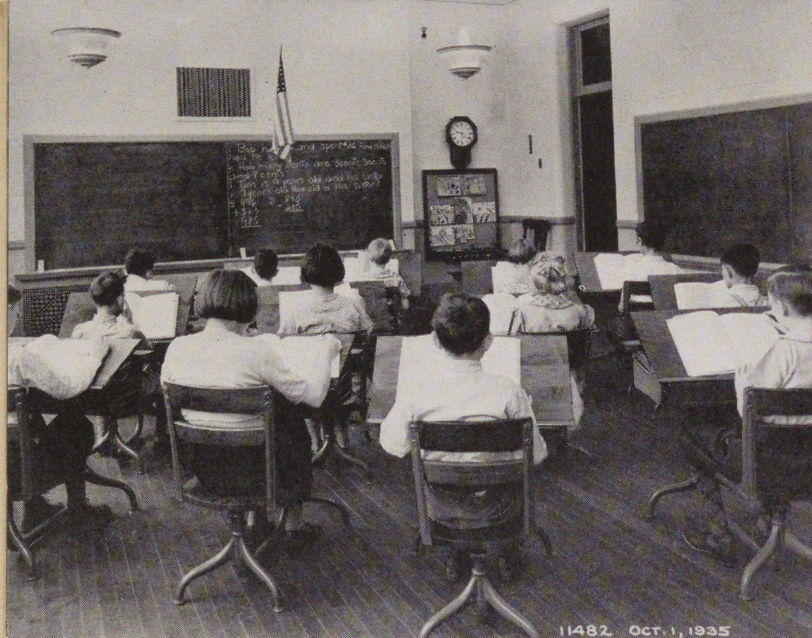
This course is planned to meet the needs of the teacher of the hard-of-hearing child in the elementary and secondary schools. It includes principles and practices of audiometry, best practices for the development of residual hearing with the use of hearing aids, exercise for corrective speech and voice improvement, and the classification and adjustment of children with impaired hearing. Emphasis are placed on such topics as individual differences of the children, vocabulary growth, development of lip-reading skills, use of intelligence and achievement tests, and the selection of textbooks and teaching aids. The physiological factors underlying deafness and the prevention of deafness are also emphasized. Particular attention is given to methods of teaching lip-reading and to the evaluation of research and expert opinion in regard to modern trends in lip-reading.

Through a series of planned observations, modern methods of teaching hard-of-hearing children are demonstrated and suggestions made for practical applications in actual school situations. Guidance in the preparation and use of materials for lip-reading is also given.

Individual conferences as well as group conferences are held.



*Speech Instruction
for Children with
Hearing Defects.*



A Sight-Saving
Class Group

Practicum in Teaching Classes for the Partially Sighted

Six semester hours

MISS MATIE CARTER, Instructor
MISS SADIE LOBDELL, Demonstration Teacher

This course is designed for students who plan to be teachers or supervisors of sight-saving classes, and for those already in the field who desire more adequate education and skill in working with children with defective vision.

It considers the problems of organizing and administering special classes and of adapting the regular curriculum to the needs of children suffering with seriously defective but useful vision.

The course gives special attention and consideration to ocular problems, including the anatomy, physiology, and hygiene of the eye, together with a study of common eye diseases and refractive errors.

Students are given ample opportunities to observe class practices and procedures which will be carried on under the supervision of Miss Matie Carter, State Supervisor of Sight Conservation Classes in New York.

Visits to eye clinics also will constitute an essential part of this course.

Practicum in Teaching Classes for Children with Orthopedic Defects

Six semester hours

MISS ANNA HENRY, Instructor
MISS SUSAN SCULLY, Demonstration Teacher

This course is designed for students who plan to be teachers or supervisors of classes for orthopedic children and for those already in the field who may wish to take advantage of the exceptional offerings during this summer session.

The major problems considered in this course are those concerned with (1) organizing and administering special classes for children with crippling defects, and (2) adapting the regular curriculum to the needs of the children for whom these classes are maintained.

Ample opportunities are given for observation of demonstration teaching, for conferences with the critic and demonstration teachers, and for visitations to the various clinical centers in Buffalo.

Actual experience in teaching also is provided.

Other Courses Available

Psychology of the Physically Handicapped*

Two semester hours—MR. CRAYTON

Mental Social, and Vocational Adjustments*

Four semester hours—MR. CRAYTON

* These courses are required in New York State for permanent certification to teach any special class for handicapped children.



Recreatory Reading
for Children with
Orthopedic Defects

IDEAL LOCATION OF TEACHERS COLLEGE

State Teachers College, located in Buffalo, the Queen City of the Lakes, is an ideal place to spend a summer vacation. The climate, tempered by the westerly winds from the Great Lakes region, has a mean summer temperature lower than any other of the eastern cities. This factor is exceedingly important in determining the success and satisfaction of a summer session.

All highways lead to Buffalo, and hence it may be easily reached by those who wish to travel by automobile. Possession of a car facilitates week-end motor trips to Niagara Falls and other places of scenic beauty, as well as to many points of historic interest in the area of which Buffalo is the center. Situated at the head of Lake Erie, and a terminal point for important boat lines and railways, Buffalo is convenient of access to persons wishing to travel by water or by rail.

The Campus is conveniently located on Elmwood Avenue, adjacent to Delaware Park and Park Lake, and it is easily reached by bus or taxi service. With the nearby Albright Art Gallery and the Historical Museum, it constitutes an important educational center.

BOARD AND ROOMS

Comfortable rooms in good homes near the College may be secured at about the following rates:

One person occupying a room, \$3.00 per week and upwards.

Two persons occupying a room, from \$2.50 per person per week and upwards.

Room and board in same house (two in a room), from \$8.50 and upwards per person per week.

All inquiries concerning room and board should be addressed to the Housing Committee, State Teachers College at Buffalo, Buffalo, N. Y.

CREDIT

In obtaining credit for work completed at the Summer Session, the following regulations will obtain:

(1) Work done in courses at the Summer Session will be as nearly as possible equivalent to the work of the same courses during the regular session. Therefore, courses will be credited hour for hour on the basis of semester-hour credit.

(2) The maximum amount of credit allowed is eight semester hours. Students are strongly advised to attempt not more than six semester hours of work.

(3) Work done in these fields of special education not only leads to certification to teach special classes in New York State, but it may be credited also as electives toward graduation from State Teachers College. Furthermore, credit earned in "Mental, Social, and Vocational Adjustments" is accepted in partial fulfillment of the requirements for an elementary principal's license.

REGISTRATION AND INCIDENTAL FEES

The State Department has authorized the collection of Registration and Incidental Fees from all students attending Normal schools and Teachers colleges. This is made necessary by the small appropriation available for summer sessions. The fund thus collected is used to supplement the state appropriation in providing additional faculty members and to finance student social activities, assembly programs, the Summer Session "Record," and the catalog. The fee is payable at the time of registration. No refunds will be made after July 9. All checks in payment of fees should be made to Summer Session, State Teachers College. This fee is the same for all resident students and for the session of 1938 has been fixed at \$25.00. An additional fee of \$25.00 is charged all out-of-state residents.

LIBRARY

The College Library is situated on the second floor of the main College building, facing the Albright Art Gallery. It occupies a spacious room seating about 150 students. The open shelves, reserved books, magazines and newspapers are available to all students and faculty. The picture and pamphlet files supplement other material and are for the use of the student teacher. Bound magazines are kept in the stack room, which is directly above the reading room. The Library, modern in every respect, affords a splendid opportunity for intensive study and recreational reading. The Grosvenor Reference Library and the Buffalo Public Library are glad to render every possible service to students of the Summer Session.

SPECIAL COURSES REQUIRED FOR TEACHERS OF PHYSICALLY HANDICAPPED CHILDREN IN NEW YORK STATE*

The State Education Law requires communities having ten or more physically handicapped children to establish special classes suited to their mental and physical conditions. The State further recognizes the need for this special class activity by granting subsidies to assist local communities in meeting the cost of this necessary service.

In order that the communities may receive special subsidies as indicated by law it is necessary that the teachers handling these class units have special preparation which is defined by the Teacher Education and Certification Division as indicated below.

All teachers must have completed a minimum of three years of professional training in preparation for the teaching of common branch subjects and, in addition, twelve semester hours of special preparation as follows:

Courses	Semester Hours
Practicum in teaching classes of physically handicapped children.....	6
Mental, social and vocational adjustments.....	4
Psychology of the physically handicapped.....	2

The present number of teachers qualified to meet these special requirements is inadequate. Because of the large number of communities in this State where special class facilities have not been established and the increasing appreciation of the need for special education adjustments suited to the mental, social and physical conditions of physically handicapped children, this area of training presents unusual opportunities for service.

For Further information, address the Director of the Summer Session, State Teachers College, Buffalo, New York.

* All of these courses are available during the summer session at the State Teachers College at Buffalo, New York.

Miss Helen G. Englebreck
State Teachers College
Buffalo, N. Y.

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